



Best Foot Forward Behaviour & Positive Relationships Policy

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Statement of Intent

Best Foot Forward believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated during all aspects of the provision. Best Foot Forward is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of Best Foot Forward's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Best Foot Forward acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), Best Foot Forward aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. Best Foot Forward aims to promote resilience as part of a whole-organisation approach using the following methods:

- Culture, ethos, and environment – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- Teaching – the curriculum is used to develop students' knowledge about health and wellbeing.
- Community engagement – Best Foot Forward proactively engages with parents, outside agencies, and the wider community to promote consistent support for students' health and wellbeing.
- Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. Best Foot Forward's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2022) 'Keeping children safe in education 2022'.
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'.

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Physical Intervention Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and Responsibilities

The Best Foot Forward CEOs have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- Promoting a organisation-wide culture where calm, dignity and structure encompass every setting and activity.
- Handling complaints regarding this policy, as outlined in Best Foot Forward 's Complaints Procedures Policy.

The Best Foot Forward CEOs are also responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at Best Foot Forward. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by students at Best Foot Forward.
- Determining Best Foot Forward rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents, and students at least once a year.
- Reporting to other stakeholders on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Best Foot Forward CEOs are also responsible for:

- Overseeing the organisation-wide approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how Best Foot Forward engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.
- Collaborating with tutors and mentors to determine the strategic development of behaviour and SEMH policies and provisions in Best Foot Forward.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with Best Foot Forward 's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting tutors and mentors in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.



Tutors and mentors are responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, and, where appropriate, the students themselves.
- Enabling students to access a comprehensive curriculum, whatever their prior attainment.
- Planning sessions to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study a comprehensive curriculum.
- Being responsible and accountable for the progress and development of the students in their caseload.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour.

The relevant figures of authority include:

- Best Foot Forward CEOs, Members of the Leadership Team
- As authorised by Best Foot Forward CEOs, disciplining students who display poor levels of behaviour.

Students are responsible for:

- Their own behaviour both within sessions and out in the wider community.

Parents are responsible for:

- Supporting their child in adhering to Best Foot Forward rules.
- Informing Best Foot Forward of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, Best Foot Forward defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of Best Foot Forward within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation.
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual being bullied.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol, or tobacco
- Possession of banned items
- Truancy and absconding from sessions.
- Refusing to comply with disciplinary sanctions.
- Theft
- Verbal abuse, including swearing, racist remarks, and threatening language.
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, Best Foot Forward defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption during sessions
- Failure to complete work on sessions
- Rudeness
- Disruption on in community settings
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Managing Behaviour

Students at Best Foot Forward will be supported by promoting self-regulation and positive behaviour that will be emphasised by:

- The quality of our relationships
- The quality of our provision

At Best Foot Forward we want our Positive Behaviour Policy to reflect our insight and understanding of the complex and challenging needs that some of our students have. Our positive approach contributes to their ability to self-regulate and manage their behaviour in a positive manner, so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our young people with complex layered needs.

We consider that behaviours which challenge, always happen for a reason and might be the only way a pupil can communicate their need. Young people who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support and intervention, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be necessary to prevent serious harm, and be the least restrictive option.

At Best Foot Forward we believe that:

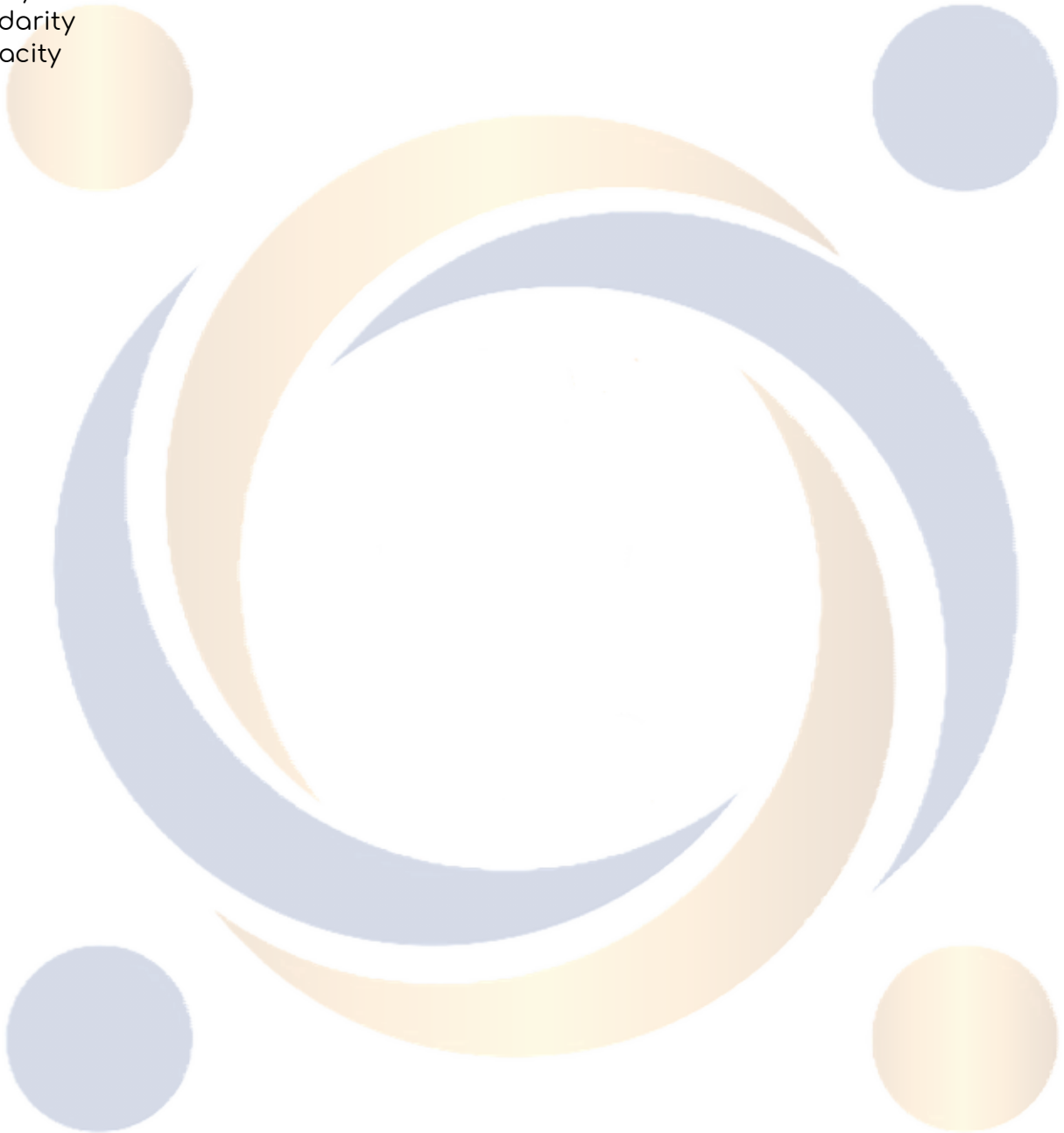
- Our young people want to behave well.
- Behaviour is a means of communication - we must ensure that all young people are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, young people can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process, and we recognise that all our young people are at different stages of the developmental process.
- Our young people may have challenging needs which impact on how they learn to regulate and manage their behaviour.
- Tutors and mentors must be given the opportunity to learn, understand and have insight into why our young people become dysregulated, and reflect on how/why it impacts on their behaviour. To work collectively with our young people, their parents/carers, and other professionals to develop strategies as part of a positive behaviour support plan. Instances of unacceptable behaviour are taken seriously and dealt with immediately. A record of all reported incidents to help identify students whose behaviour may indicate potential mental health problems will be kept by Best Foot Forward.



Managing behaviour and emotions with support

Best Foot Forward Expectations & Values:

B – Bravery
E – Equity
S – Solidarity
T – Tenacity



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Support System used for Behaviour Management and Support

Reminder of what we want and expect to see.

(Remember, we are an AP, students are with us for a reason, all students will have additional needs, know these needs, and know the pupil. Reasonable adjustment and professional judgement are always needed)

Pupil Action or Behaviour	Adult Response (positive language)
Not following reasonable instructions	<ul style="list-style-type: none"> An adult will speak personally with the pupil to let them know that what they are doing does not meet our expectations/values.
Defiance	<ul style="list-style-type: none"> The adult will remind the pupil of what they DO want to see and the impact that by doing it will have been positive on themselves and others.
Device/IT misuse	<ul style="list-style-type: none"> Remind them that you know they can do it as you have seen them do it before.
Inappropriate language	<p>Strategies:</p> <p>Increase support. Change of face Give easier/harder work/instant success. Change activity.</p>
Inappropriate behaviour	<p>Give space and get out of their face. Praise the pupil for doing the correct thing. Introduce a reasonable timeframe to respond but do not extend or deviate from this once it is set.</p>
Any action or behaviour that an adult thinks needs to stop or improve	<p>Avoid:</p> <p>Negative language 'don't do this'.... 'Stop doing that'.....'Do that 1 more time and I'll'..... Raising your voice/appearing angry Giving ultimatums or removing privileges</p>

A pupil is struggling to find the correct way to respond positively.

When students present challenging behaviour, it is often because they are not emotionally able to express how they feel or what they want/need. The poor response/outburst is sometimes chosen but often not)

As adults, we need to provide emotional stability, help, and support!

Support 1 – Pupil is struggling to respond positively to support.

Pupil Action or Behaviour	Adult Response (positive language)
<p>Despite employing suggested strategies, the response is now having a continuing negative impact on the staff member's ability to make progress in the session.</p> <p>Pupil is having difficulty regulating themselves and may need additional support.</p> <p>Pupil can't meet expectations.</p>	<p>The adult will again remind the pupil of what they DO want to see and the impact that doing it will have on themselves and the session.</p> <p>Remind them that you know they can do it as you have seen them do it before.</p> <p>Explain to the pupil that they are maybe not ready to learn, and they may need more SUPPORT and are on a SUPPORT 1</p> <p>Use the same strategies to support and things to avoid.</p> <p>Additional strategy could be a time-out. (5 mins)</p>

The pupil is still struggling to find the correct way to respond positively.

Support 2 – Pupil is struggling to respond positively to support.

Pupil Action or Behaviour	Adult Response (positive language)
<p>Despite all the help and support it is evident that the pupil is not ready to learn or meet the expectations of the session.</p> <p>Their action or behaviour is now having a significant impact on the staff member's ability to continue the session and make progress.</p>	<ul style="list-style-type: none"> The staff member leading the session will let them know that despite help and support, it is evident that the pupil is not ready to learn or meet the expectations of the classroom. Be clear that it is not a punishment. Be clear to the pupil that the current session will not continue. Next steps will be decided by staff member leading the session. <p>Strategies:</p> <ul style="list-style-type: none"> Be clear with the student that each new session will start with a clean slate and an opportunity to do the right thing. Before leaving (if possible) discuss what the plan is for the next session and try to include the pupil.

Significant Behaviour

Pupil Action or Behaviour	Adult Response (positive language)
<p>Any action or behaviour that significantly affects the safety or wellbeing of others or is a significant breach of the rules, including:</p> <ul style="list-style-type: none"> - verbal abuse - physical abuse 	<ul style="list-style-type: none"> • An adult will let them know that what they have done has seriously affected the health, safety and/or well-being of themselves or the staff member(s). • The pupil is informed that the session will end and that the staff member will have to discuss the pupil's actions with their parents / carers as well as with the Best Foot Forward CEOs. • Safeguarding concern may need to be logged and the parents / carers should be informed of this in discussions. • Next steps will be decided by Best Foot Forward CEOs in conjunction with the referring agent / school.

Recording / Logging Behaviour

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Rewards

(Ensure a risk assessment is completed and signed by parent / carer where applicable)

End of each half-term / 6 Week Period	Possible Rewards based on Progress, attainment, engagement, and behaviour.	
	Treat Trips:	Go Ape
	Marwell Zoo	New Forest Activities
	Rock Up	Fishing
	Oxygen / Flip Out	Oceanarium
	Bowling	Museum Trip
	Park Trip	Golf / Mini-Golf / Crazy Golf
	Escape Room	Beach Trip
	This list is not exhaustive but always complete a special expense request form before discussing with the pupil / parents / carers.	
	Other Rewards:	£10 Amazon Voucher
Weekly Rewards	£15 Amazon Voucher	£20 Amazon Voucher
	Hot Drink / Milkshake	Baking Activity
	Craft Activity	Outdoor Activity
Daily Rewards	Best Foot Forward Certificate	
	Positive call to parents	Positive call / email to school / referring agent

Termination of Provision with Best Foot Forward

We do not believe that ending our support is the most effective way to support young people and we will always try to adapt and personalise our provision in order to ensure that students are able to access education. In exceptional circumstances it may be necessary to end a pupil's provision, and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the pupil, other young people or staff is seriously compromised.
 - Incidents of knife crime or the deliberate bringing of, or use of weapons on sessions.
- Incidents where drugs/alcohol have been brought on sessions or a pupil is clearly under the influence.
 - Incidents of sexual violence/assault.
 - Incidents of significant deliberate damage to property.
 - A serious one-off incident that has caused significant impact.
- A continuous breach of the behaviour policy that has caused significant impact.
- Persistent and continuous failure to follow Best Foot Forward values, including following instructions from staff.

Decisions to terminate a young person's provision are made on an individual basis and there will always be a reasonable and measured response. Terminations will be formally recorded, and incidents shared with family, home school and any professional services.

For discipline to be lawful, Best Foot Forward will ensure that:

- The decision to discipline a pupil is made by a paid member of Best Foot Forward staff, or a member of staff authorised to do so by the Best Foot Forward CEOs.
- The decision to discipline a pupil is made during a session and/or whilst the pupil is under the charge of a Best Foot Forward member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

Best Foot Forward will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

5. Prevention Strategies and Sanctions for Unacceptable Behaviour

This section outlines the Best Foot Forward's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve students' behaviour in the future.

Positive Tutor - Mentor - Pupil Relationships

Positive tutor – mentor – pupil relationships are key to combatting unacceptable behaviour. Best Foot Forward focusses heavily on forming these relationships to allow tutors and mentors to understand their students and create a strong foundation from which behavioural change can take place.

De-escalation Strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

6. Sexual abuse and discrimination

Best Foot Forward prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. Best Foot Forward's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

Best Foot Forward will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7. Smoking and Controlled Substances

Best Foot Forward will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

Best Foot Forward has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, Best Foot Forward will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

8. Prohibited Items and Confiscation

Prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
To commit an offence; or
To cause personal injury to any person, including the pupil themselves; or
To damage the property of any person, including the pupil themselves.

All members of staff can use their power to confiscate, without consent, any of the items listed above.

9. Effective Behaviour Management during Sessions

Well-managed sessions are paramount to preventing disruptive and unacceptable behaviour. Best Foot Forward understands that effective session management allows staff to:

- Start every provision with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned session with a range of activities to keep students stimulated.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the Best Foot Forward Pupil Code of Conduct and values, which requires students to:

- Conduct themselves during all settings in a safe, sensible and respectful manner whilst on session.
- Arrive to sessions on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and members of the community.
- Show respect for the opinions and beliefs of others.



- Complete session work, as requested.
- Show respect for the environment.

Session Rules and Routines

- Best Foot Forward has an established set of clear, comprehensive and enforceable session rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. These are documented as the Best Foot Forward Values. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards members of the community and tutors / mentors", rather than "do not act disrespectfully towards members of the community and tutors / mentors".
- Best Foot Forward also has an established set of session-time routines to help students work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes tutors and mentors ensuring that before sessions begin, they have the full attention of students, before then explaining the task clearly so students understand what they are supposed to be doing.
- The Best Foot Forward CEOs ensure all tutors and mentors understand session rules and routines and how to enforce them, including any sanctions for not following the rules.
- Tutors and mentors support students to understand and follow session rules and routines.
- Tutors and mentors inform students of classroom rules, routines and values at the beginning of the provision and revisit these when necessary.
- Where appropriate, tutors and mentors explain the rationale behind the rules, routines and values to help students understand why they are needed and will model them to ensure students understand them.
- Tutors and mentors will also explain clearly to students what will happen if they breach any session rules to ensure students are aware of the sanctions that may be imposed.
- To support students' continued awareness and understanding of session rules, routines and values, tutors and mentors reinforce them in a range of ways, e.g. providing regular verbal reminders of the routines. Tutors and mentors also ensure that session rules, routines and values remain consistent and are practised.

Praise and Rewards

Best Foot Forward recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, tutors and mentors ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

As with praise, Best Foot Forward understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the Best Foot Forward recognises that they need to be:



- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

Best Foot Forward has a number of options for rewards that can be given to students. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards.

10. Behaviour within the Community

Students at the Best Foot Forward must agree to represent the organisation in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside the home/school (on sessions) and out in the wider community.

Staff can discipline students for misbehaviour outside of the sessions when the pupil is:

- Travelling to or from sessions.
- Taking part in any session-related activity.

Staff may also discipline students for misbehaviour outside of home/school sessions, irrespective of the above where the behaviour:

- Could negatively affect the reputation of Best Foot Forward.
- Could pose a threat to a member of staff within Best Foot Forward, or a member of the public.

Any bullying witnessed outside of the sessions and reported to a member of Best Foot Forward staff, will be dealt with in accordance with Best Foot Forward's Anti-bullying Policy. Best Foot Forward will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the sessions as would be imposed for the same behaviour conducted on sessions. In all cases of unacceptable behaviour outside of sessions, staff will only impose sanctions once the pupil is on a session or otherwise under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from Best Foot Forward are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Monitoring and Review

This policy will be reviewed by the Best Foot Forward CEOs on an annual basis; they will make any necessary changes and communicate these to all members of staff.